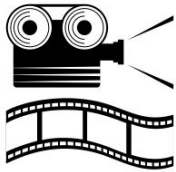


New York City Department of Education



Region 4
Districts 24, 30 & 32
Office of Instructional Technology

Title IID Grant
Enhancing Education Through Technology

21st Century Learning Expo & Film Festival

Visit our website at:
rg4-21stcenturylearningexpo.wikispaces.com



June 8, 2007



**Region 4 Learning Support Center
Office of Instructional Technology**

Teresa Bader

Lead Instructional Technology Specialist

Amy Reynolds

Instructional Technology Specialist

21st Century Learning Expo & Film Festival

9:00-10am.....Registration

10am..... Greetings and Opening Remarks

Speakers:

Teresa Bader

Lead Instructional Specialist, Region 4

Catherine M. Powis

Deputy Regional Superintendent
District 24 Community Superintendent

Troy Fisher

NYCDOE Department of Instructional Technology

Dr. Teh-Yuan Wan

New York State Department of Education

Shing Wong

Treasurer, CEC30 & co-Chairperson for CEC30 Technology Committee

10:15-1:00pm Student Presentations, Ballroom
Film Festival, Theater

* Students will be escorted to lunch by regional staff



New York City Department of Education
Region 4 Office of Instructional Technology

Learning Support Center
28-11 Queens Plaza North
Long Island City, NY 11101

Find us on-line: www.region4.nycenet.edu/instruction/projects

Developing 21st Century Learners

Region 4 is committed to providing all our students the opportunity to become self-directed learners, who are prepared to compete and succeed in the twenty first century. In collaboration with content specialists from Social Studies and Science, the Region 4 Office of Instructional Technology has developed curriculum-related, standards-driven, technology-rich, grade level inquiry projects that scaffold nonfiction literacy, information literacy, higher order thinking, problem solving, team-building, and technology skills. All grade level projects support the new NETS standards for students.

Research shows that inquiry projects promote higher order thinking skills. Students who work in teams learn from each other and benefit from sharing each other's knowledge and ideas. These grade level projects also provide an engaging learning environment where technology is used to support nonfiction reading, writing, and research. Finally, the emerging global economy that focuses on knowledge management requires the skills that project-based learning provides.



Students who are invested in project-based learning:

- Develop critical thinking and problem solving skills
- Learn to work effectively on a team
- Become information literate and producers rather than consumers of information
- Develop nonfiction literacy skills
- Develop global communication and collaboration skills
- Develop a global work ethic
- Develop technology skills



All Projects Focus on Nonfiction in the Content Areas

Years of experience working with students who use technology in the classroom has revealed some interesting observations. Much of what we expect our students to do on computers involves their ability to read, write, and understand nonfiction content. Every day, over eighty percent of the information that adults and children read and write is nonfiction. When inquiring minds want information they reach for content specific data sources such as newspapers, magazines, signs, recipes, charts, graphs, maps, labels, diagrams, directions, photographs, letters, nonfiction books, and lately, the computer. Our students are continually required to use this literary genre for reading textbooks, completing research projects and reports, reading test directions, and demonstrating content and skill mastery on school and state sponsored exams.

Three of the primary applications of technology use in schools involves accessing, interpreting, and presenting information. Unfortunately, many of our students, particularly those in our low performing schools, lack the basic skills and strategies for understanding and comprehending this literary genre. Too often teachers fail to properly prepare our students to read nonfiction because they view nonfiction as boring, and unimaginative, a genre of information not inspiration. Particularly in the upper grades, many teachers assume students have already mastered these literacy skills and focus only on the content of their curriculum. Traditionally, middle and high school language arts and English teachers focus more on literature than literacy.

Unfortunately, our students flounder and fail because they don't know that nonfiction materials are read differently than fiction materials and that authors use more than running text to convey meaning. Students who can confidently and capably embrace and absorb nonfiction will become lifelong learners on a variety of topics about which they are passionate and become the leaders of the future. Fortunately, technology can be both a motivator and an extremely effective tool, in all K-12 classrooms, for teaching these literacy skills.

Global Communication and Collaboration

While students participating in the K-2 grade projects share their work electronically with other classes within our region, all projects in grades 3-12 include online communication and collaboration with students from around the country and the world. All the grade level projects have been designed to be systemic, replicable, and sustainable, integrating primary source documents and free Internet or regionally owned resources.

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Kindergarten Multimedia & Print Publishing—ABC Books

Students use PowerPoint to create electronic nonfiction ABC books that allow the author to include clip art and/or handmade drawings and narrate the text that appears on each page. The final book can be printed in a hardbound cover and published on the project website so children's work can be heard and viewed by peers in other classes and by family at home and abroad. This project has a project blog.

Suzan Goldstein, Kindergarten - 2nd Grade Technology Staff Developer

First Grade Digital Word Walls

Students use PowerPoint to create nonfiction digital word walls that include clip art and/or handmade drawings, text and narration to support content understanding of vocabulary meaning and conventions for usage. Teachers create an archive of word walls that be used for differentiated instruction throughout the school term. The word walls can also be hosted on a website for student access 24/7. This project has a project blog.

Suzan Goldstein, Kindergarten - 2nd Grade Technology Staff Developer

Second Grade Nonfiction Science Research and Publishing Project

Modeling Component: Students will learn how nonfiction books differ from fiction books and be able to recognize the elements of nonfiction. Students will learn basic skills for searching the Internet and are introduced to PowerPoint, scanning, and keyboarding. Together teacher and students research, write, and publish a nonfiction book about Honeybees. The teacher will use this experience to model research, reading, writing, and technology skills needed to complete the project.



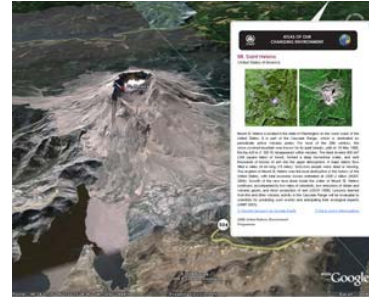
Demonstration of Mastery of Skills: Students will choose a favorite animal and research, write and publish a nonfiction book about that animal. Additionally, copies of the published work will remain in both the classroom and school library, as a resource for other students.



Third Grade Weather and World Community Project

Focusing Statement: Explain how weather, climate, geography, topography, and natural resources, impact the way people live in and work in world communities.

- Students learn map concepts, explore how maps communicate information and discover that different types of maps communicate different information.
- Teachers participate in NASA's Globe Training to develop content knowledge about weather and climates and explore multiple strategies for teaching these concepts to third graders. Each school sets up a NASA weather observation center so students can collect and import real-time data to an online database used by NASA scientists.
- Students will use Google Earth and 3-D Weather Globe & Atlas to view satellite photographs and monitor current weather conditions.
- Students will use Think.com, Skype.org (voice/video over the Internet), epals.com and Video Conferencing to communicate and collaborate with classes from U.S. and world cities as they explore how people live and work in diverse environments. In collaboration with other regional elementary schools, students will research one of several American cities that reflect the diverse climates and resources around the country.



Demonstration of Mastery of Skills: Groups of students will collaborate online to explore a city from another country and create a website where they post questions for partner schools and share evidence of their research.

Beth Richards, 3rd Grade Technology Staff Developer

BRichar4@schools.nyc.gov

<http://www.region4.nycenet.edu/instruction/projects/weather>

Fourth Grade Project: Community Wiki

Students explore early settlers to the area and track the sequence of immigrant populations and the development of the community over time. Students explore primary source documents that record the history of the area. Students interview residents and business people who have lived and worked in the community for decades and who can share and reflect on changes in the neighborhood.

Groups of students research various aspects of their local community and create

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a *wiki website* that includes maps, transportation, schools, municipal buildings, community services, recreational activities, houses of worship, museums and historical sites, and information that makes their community unique.

Demonstration of Mastery of Skills: Exemplar research will be posted on Wikipedia, which will only publish information that is pertinent and can be verified; one of the nonfiction goals for our students. If their work passes the Wikipedia test and it remains on their neighborhood's site, then they have met one of the goals of the project. If not, their work gets removed by the team of people who monitor the site, based on a much higher standard than any teacher might establish.



Kelly Longardino, 4th Grade Staff Developer

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<http://www.region4.nycenet.edu/instruction/projects/community/>

Fifth Grade WebPlay Project

WebPlay is an internet-based arts-education project enabling primary school children to create, produce and perform dramatic plays while working in collaboration with a professional theater company and students from partner schools in different countries. Since 2002, this on-line education project has linked over 4,000 children in primary school classrooms located in London, Los Angeles and New York. During the collaborative development and exchange of working on their plays, partner classes learn about each other and the cities they live in, while also interacting with the theater company to learn about and see a live professional production.



First year teachers use Think.com to communicate and collaborate with students in London, England and receive extensive online support from WebPlay staff. Second year teachers use Think.com to communicate and collaborate with students from a world community of their choosing. Students also use Voice/Video Over Internet or Video Conferencing (when available) to communicate. WebPlay

establishes cross-curricula goals: literacy, technology, social studies, and citizenship skills together in an engaging and unique format for teaching and learning. All teachers have the

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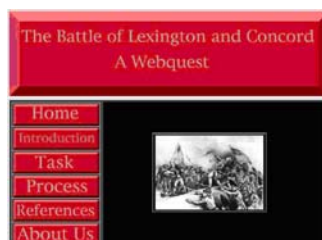


Conferencing, and *Knowledge Community* to communicate and collaborate with students in world communities.

Bond Ng, 6th Grade Staff Developer

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<http://www.region4.nycenet.edu/instruction/projects/history/>



Seventh Grade Project: The American Revolution Developing a Global Perspective of History

Students will develop the ability to examine historical events from a global perspective. Students will look at the American Revolution through the eyes of the British, Canadians, and Australians.

Project Goals:

- Expand Information Literacy Skills - students become critical thinkers about information they read online and effectively learn to research, evaluate, authenticate, and validate information found on websites.
- Learn the grammar of the Internet.
- Use the Internet to locate and access primary source documents, lessons and a range of resources.
- To research American History websites in project countries to understand other students' perspectives. Students will communicate with students in various countries via Voice over Internet and *Knowledge Community*.
- To examine the effects of media on public perceptions and understandings of historical events.
- To align the use of literature in the classroom with the teaching of key concepts in history.
- To use high quality, non-fiction literature and recognize the richness that these books bring to the study of history .

Demonstration of Mastery of Skills: Students will demonstrate content understandings that reflect global perspectives of historical events by developing a WebQuest or website, based on their research and global collaborations.

Debbie Olesh, 7th Grade Technology Staff Developer

DOlesh@schools.nyc.gov

<http://www.region4.nycenet.edu/instruction/projects/revolution/>

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Eighth Grade Project: Digital Documentaries

Teachers and students explore the methodology and practice of Marco Torres, educator, producer, media artist, and Region 4 consultant and explore how digital documentaries can engage students, deepen their content understandings, and improve their communication skills.

- ◆ Tools of multimedia are introduced through projects in several different formats: documentaries, music, experimental video, advocacy/selling ideas, and storytelling/feature production.
- ◆ Content of the projects comes from the students and is based on a curriculum related topic. Using up-to-date presentation of learned information makes for realistic, contextual, emotional connections to what is learned.
- ◆ Media is the language of kids. Students who may not take to learning by reading a textbook or listening to a lecture often jump at the chance to understand complex concepts by presenting finished products in the form of a film or a Web documentary or a PowerPoint® presentation.
- ◆ Students learn the four P's. The first P is **planning**, the most critical part. In the planning, that's where students write the script, the timeline, and the storyboards. The second P is **production**. Students shoot video footage or start to collect the information needed to do the project. The third part is a **presentation**. This is where they actually present the information. The final P is **project assessment**, evaluating the final work using rubrics.

Demonstration of Mastery of Skills: Students produce digital documentary that can be showcased at the Region 4 Film Festival.

Carolyn Semet, 8th Grade Technology Staff Developer

CSemet@schools.nyc.gov

<http://www.region4.nycenet.edu/instruction/projects/documentary/>

Robotics: Making Curriculum Connections

Teachers will learn how to build and program robots. Professional development will be informed and rooted in constructivism, which emphasizes a hands-on problem solving and project-based approach to learning. Founded in the belief that individuals learn in unique and complex ways, this approach offers students an opportunity to conduct their own research and experiment in the pursuit of knowledge, while challenging students to think creatively, apply concepts and actively "construct" meaning. Teachers begin by using basic robotics kits and purchase additional more complex components, as their need grows. Schools use one of more of the following robotics kits: *Lego*, *Vex*, or hand built and all compete in various regional and NYFirst competitions.



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Stephen Shapinsky, Robotics Staff Developer, All Grades

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<http://www.region4.nycenet.edu/instruction/projects/robotics/>



High School Online Collaborative Project

The High School Online Collaborative Project was conceived to provide a forum for learning, sharing, communicating, and collaborating amongst appropriate networks of learners, from within the region and throughout various global communities. High school teachers, across all content areas are informed about available technologies and resources that they can use to engage students, deepen understanding, and facilitate 24/7/365 anytime/anywhere learning. Push-in professional development is provided to support content and instructional practice, focusing on how, when, and why certain tools should be used. Ongoing discussions with teachers include such topics as the benefits of project-based and passion-based learning, the emergence of non-linear learning as typified on the read/write web and within social networks, the need to prepare our students with information literacy skills and 21st century technology skills. Teachers are encouraged to view themselves as learners, who model and make their own learning style transparent. They recognize that their students now have access to content specialists with knowledge and resources that far exceed those of the teacher that their role is becoming that of a guide, a connector, an arbiter of knowledge.



As teachers explore the possibilities for integrating technology, new and exciting changes are happening throughout the region. For example, students from many schools visit an AP Calculus blog hosted by one extraordinary teacher, who provides excellent resources. He posts a question of the day and students have until 10pm to provide both a solution and an explanation of the process they followed to achieve the answer. At 10

pm the teacher approves all the comments and the students get to see if they got the correct answer. If not, they can review the process and explanations of their peers. English students are connecting online with authors. Science students are taking

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and examining samples from local water sources and sharing their data online with students across the country. Social Studies classes view satellite images, live weather data, primary source documents, and converse with students and content experts in global communities using blogs and voice over Internet. English Language Learners are excited to use iPods to practice, record, and podcast their oral presentations on iTunes, a format that can be shared with family and friends in their native country. Foreign Language students converse online with other students and native speakers to practice their written and oral communication skills.

Michael D'Angelo, HS Technology Staff Developer/ Blog Master
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Frances Newsom-Lang, HS Technology Staff Developer
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<http://blogs.region4.nycenet.edu/communities/smartboard/>
<http://blogs.region4.nycenet.edu/communities/math/>

Rachel Thompson, HS Technology Staff Developer/ Blog Master
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<http://blogs.region4.nycenet.edu/communities/hsc/>

Office of Instructional Technology Behind the Scenes

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<http://www.region4.nycenet.edu/home/>

Erik Siler, Region 4 Title IID Supervising Technician
esiler@schools.nyc.gov

Schools Presenting Title IID Inquiry Projects

Kindergarten & First Grade

District 24	District 30	District 32
PS 71 Ms. Rosemarie Croteau	PS 84 Ms. Anna Tsikitas	PS 86 Ms. Acosta
PS 14 Ms. Stacey Slotnick		PS 69 Malamitzah Mucci

Second Grade

District 24	District 30	District 32
PS 14 Ms. Cindy Centrone	PS 111 Ms. Calle Deliosis	PS 145 Ms. Margot Sosa

Third Grade

District 24	District 30	District 32
PS 89 Ms. Greenblatt	PS 127 Ms. Capous	PS 86 Ms. Kim
	St. Sebastian Ms. Chiarel	

Fourth Grade

District 24	District 30	District 32
PS 229 Ms. Fitzpatrick	PS 84 Ms. Gerasimou	PS 116 Mr. Benjamin
PS 229 Ms. Robin Russell	PS 84 Ms. Anna Tsikiatis	PS 116 Ms. Vasquez
St. Sebastian Ms. Annmarie Benevento		

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Fifth Grade

District 24

PS 14 Ms. Diaz

District 30

PS 85 Ms. Silverberg

District 32

PS 116 Ms. Shapiro

Sixth Grade

District 24

IS 5 Ms. Brooks

District 30

IS 230 Ms. Flynn

District 32

IS 162 Ms. Biss

Seventh Grade

District 24

IS 349 Mr. Kossack

District 30

PS 122 Mr. Cremeans
IS 126 Mr. Michael Collins

District 32

Eight Grade

District 24

IS 77 Mr. Blette
IS 87 Mr. DiGeorge

District 30

IS 230 Ms. McManus

District 32

IS 296 Ms. Sweeney

Robotics

District 24

IS 5 Mr. Matt Zwillick

District 30

PS 148 Mr. Mike Farrelll

District 32

IS 162 Ms. Rachel Peterson

Middle School Math Website: XPmath.com

IS 141 Mr. Tak Hui

High Schools

Bushwick High Campus

Mr. Brad Velcoff, Mr. Josh Lapidus

High School or Arts & Business

Mr. Lynn Plunkett, Ms. Sarah Miraldi, Mr. Steven Goodman, Mr. Brian Fee,
Mr. Daniel Silver, Mr. Richard Koenig, Mr. Martin DaLunha

Information Technology High School

Ms. Natalie Hyde, Mr. Paul Pelech, Mr. Michael Moloney, Mr. Rennie Ramnanan,
Dr. William Turner, Mr. Umit Serin

Long Island City High School

Ms. Marissa Silverman, Ms. Kristen Giardina, Ms. Maria Handrinos, Ms. Felicia
Romano, Ms. Patricia O'Rourke

William Bryant High School

Ms. Barbara Tutino

Region 4 Tech Liaisons & Teachers Presenting Technology Rich Projects

District 24

PS 239 Ms. Nancy Shaw
PS 102 Karen Merjave
PS 71 Ms. Rosemarie Croteau
PS 14 Ms. Stacey Slotnick

District 30

PS 212 Ms. Andrea Hernandez
PS 112 Ms. Nicole Chiffriller
PS 112 Ms. Maria Veria-Drucker
PS 122 Ms. Doreen Rose
PS 69 Ms. Carmen Gomez
PS 84 Ms. Diane Rossi
PS 84 Ms. Eleni Gerasimou
PS 85 Robert Deming 3

District 32

PS 299 Ms. Yesenia– Peralta Carpio



A Special Thanks to

Charles A. Amundsen

Regional Superintendent

Catherine M. Powis

Deputy Regional Superintendent
District 24 Community Superintendent

Dr. Phillip Composto

District 30 Community Superintendent

Ada Orlando

District 32 Community Superintendent

Dr. Teh-Yaax Wax

New York State Department of Education

Ken Chien

New York State Department of Education

Troy Fisher

NYCDOE Department of Instructional Technology

Shing Wong

Treasurer, CEC30 & co-Chairperson for CEC30 Technology Committee

Thank You to the Vendors that have Generously Supported Our Educational Visions

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Cool Tools & Websites

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General Resources

www.princetonreview.com
www.xpmath.com
www.nasa.gov
<http://solarsystem.nasa.gov>
www.edsitement.neh.gov
<http://www.homework.org/>
<http://www.microsoft.com/athome/security/online/netiquette.msp>
<http://nlvm.usu.edu/en/nav/vlibrary.html>

Kindergarten and 1st Grade

www.starfall.com
<http://suelebeau.com/abcbooks.com>
www.sadlier-oxford.com/phonics/student.cfm
www.internet4classrooms.com
www.eduplace.com/kids
www.scholastic.com

2nd Grade

www.zoobooks.com/animalsAtoZ/directory.htm
<http://animalexploration.tripod.com>
<http://bensguied.gpol-2/index.htm>

3rd and 4th Grade

www.tekmom.com
www.think.com
www.epals.com
www.enchantedlearning.com
www.timeforkids.com
www.earth.google.com
www.skype.com
www.forgotten-ny.com
www.queenshistoricalsociety.org
www.wikipedia.org

5th Grade

<http://webplay.org/>

Middle School and High School

www.weblogg-ed.com
www.pbs.org
www.archives.gov
www.factmonster.com
www.nps.gov
<http://memory.loc.gov>

Robotics

<http://www-education.rec.ri.cmu.edu/>
<http://www.legoengineering.com/>
<http://www.usfirst.org/>



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